GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Prof. Patricia Houle  
Phone: (305) 348-3153  
Office: AHC5 374 (MMC)  
Office Hours: Wednesdays from 1:30 pm to 3 pm  
E-mail: Please use Canvas course messages

After receiving an M.S. in Nutritional Biochemistry and Metabolism from MIT, Prof. Houle worked for nearly 15 years in the medical device industry. Subsequently she came to FIU and earned an M.S. in Environmental Studies and has studied in the areas of sustainability, environmental history and environmental education. Ms. Houle is Associate Chair of the Department of Earth and Environment and is collaborating with others to further the education of an environmentally literate and engaged community, ready to work to solve environmental problems and create a sustainable future.

In Class Meeting Time: Wednesday 3:30 - 4:45 p.m. in AHC5 201/203

COURSE DESCRIPTION AND PURPOSE

Concerns about environmental degradation and its impact on human well-being are increasingly the topic of discussion and debate. The issues are global in scope and complex in nature, involving the functioning of both Earth’s natural systems and human societies. It is critical that we understand the function and importance of the natural services provided by planet Earth so that we can find ways to address the looming problems of climate change, pollution, desertification, declining water resources and loss of biodiversity. Environmental science is a necessary foundation for that understanding. This course will emphasize the scientific knowledge of the environment in a global context that will be needed for local, global, international and intercultural environmental problem solving in the coming decades.

Essential questions:

- What is scientific knowledge and how does it differ from other kinds of knowledge about the environment?
- How does science explain the functioning of Earth’s natural systems and how do different human societies interact with and depend on these systems?
- How do human societies need to change their interrelationship with Earth’s natural systems to halt environmental degradation and use natural resources and services sustainably?

Global Learning Outcomes:

- Global awareness – students will be able to demonstrate an understanding of the scientific information and key concepts that underlie the functioning of natural systems with an emphasis on the interrelatedness of these systems with each other and human societies, as well as the negative impacts of environmental degradation on both.
- Global perspective – students will be able to examine environmental issues within a transdisciplinary and multiperspective framework that supports creative ideas to promote environmental sustainability.
- Global Engagement – students will demonstrate a willingness to reflect on their own relationship to the environment and take responsibility to reduce their own ecological footprint as well as engaging in local, global and intercultural environmental problem solving.

Course Designation:
This course is a Global Foundations Course. It also satisfies the requirement for the University Core Curriculum Natural Sciences category – Group 1, when taken with the lab course, EVR 1001L, Introduction to Environmental Science Lab.

TEACHING METHODOLOGY

This is a hybrid class. Half of the class time is replaced with online activities. In addition, you must purchase a textbook and an I>clicker polling device for this course (see details below).

Class time is for:

1. Explaining and practicing difficult concepts
2. Getting an overview of major concepts, minor points, and how they fit together
3. Asking and answering questions and use of classroom response system (i>clicker) Class discussion and problem solving
4. Taking higher stakes tests

Online activities are for:

1. Reading and study of textbook with exercises to help in understanding the material
2. Additional videos and readings to stimulate reflection about environmental issues
3. Keeping a journal to record thoughts and reflections about videos and readings, community engagement activities and learning
4. Participating in online discussions of environmental topics
5. Critical review of environmental documentary videos

The expected average time commitment for this course is:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Class meeting per week (Wednesdays 3:30 - 4:45 p.m.)</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Average online course work per week: (case studies, essays, online discussions, and journals)</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Average study time/assignment time per week: (review/study/reflection of course materials, online activities, readings, videos, community engagement)</td>
<td>330 minutes</td>
</tr>
<tr>
<td>Total Average course time for EVR 1001</td>
<td>480 minutes = 8 hours</td>
</tr>
</tbody>
</table>

Note: 8 hours per week is a typical expected time commitment for a 3-credit university course.

IMPORTANT INFORMATION

POLICIES

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and demonstrate the quality of their learning through their honest endeavors. Therefore, all students are expected to adhere to the highest standard of academic conduct, which demonstrates respect for themselves, their fellow students, their instructors and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct as
defined by the Student Code of Conduct, they will be subject to those procedures and sanctions, as outline in the Student Handbook. Academic misconduct includes:

**Plagiarism** - the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

All of the Following Are Considered Plagiarism:

- Turning in someone else’s work as your own.
- Copying words or ideas from someone else without giving credit. Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Copying words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Submitting a copy of your own work to satisfy the requirement of a second class without informing your instructor.

**Cheating** - the unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

**Disruptive Conduct** – Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the orderly conduct, processes, and functions of the classroom, laboratory or surrounding areas. This also includes behavior that substantially and materially disturbs the peace.

It is each student’s responsibility to adhere to the policies outlined in the Student Code of Conduct and Academic Integrity.

**TECHNICAL REQUIREMENTS & SKILLS**

This course is a hybrid course. It is similar to an online course in that both require basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in a hybrid course are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

**This course utilizes the following tools:**

1. Canvas learning management system including messaging, discussion boards, assignments, viewing course material via web links or as pdfs, and viewing grades.
2. Messages or video-based system for course communication.
3. Microsoft Office or equivalent (Google Docs) that produces MS Office files or pdfs to prepare and read documents (Word) or slide-show presentations (Powerpoint).
4. Adobe reader or equivalent to view pdf files.
5. Electronic device (smartphone, camera) for photography or video, as well as mobile App for Canvas.

Please visit our System and Technical Requirements webpage for additional information.

**ACCESSIBILITY AND ACCOMMODATION**

This course utilizes the following tools:

1. Canvas learning management system including messaging, discussion boards, assignments, viewing course material via web links or as pdfs, and viewing grades.
2. E-textbook embedded within Canvas.
3. Reading and video content accessed through web links.
4. Powerpoint content delivered in class.
5. Worksheets, exams and other content delivered in class on paper or projected.
6. Polling exercise using an I-Clicker device.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course. For additional assistance please contact FIU’s Disability Resource Center.

COURSE PREREQUISITES

There are no prerequisites for this course.

TEXTBOOK

Scientific American Environmental Science for a Changing World
Susan Karr, Jeneen Interlandl, Anne Houtman
W. H. Freeman, 3rd Edition, 2018

You may purchase your textbook online at the FIU Bookstore or from Vital Source. The text is an e-book. YOU DO NOT NEED ACCESS TO THE "EXTRA’s" (e.g., SaplingPlus).

This course also requires the purchase of an I-clicker polling device.

EXPECTATIONS OF THIS COURSE

This is a hybrid course. Hybrid courses require self-motivation, self-discipline, and technology skills. Sometimes these requirements make hybrid courses more demanding for some students. If you find that you are having difficulty keeping up with the out-of-class work, please make an appointment with or message the course Learning Assistants or Instructor.

Things you need to do every week:

- Review your Course Schedule.
- Complete the assigned textbook reading and Study Questions Tuesday evening prior to class Wednesday.
- Complete assigned class activities as shown in your weekly schedule.
- Attend and participate in every class. Make sure you bring your working clicker to class!
- Use the complex environmental issues presented in this class as an opportunity to engage people in energetic, but respectful, discourses.

Things I will do:

- Prepare lessons that address challenging topics.
- Be available for office hours for at least one hour every week.
- Create questions designed to identify common misunderstandings.
- Engage you in class discussions and other activities.
- Grade your class activities within two weeks (sooner, if possible).
- Communicate with you. I will respond to emails within one day Monday-Friday.
- Create a classroom and online environment that encourages the exchange of views and opinions that are respectful and value diversity.

PROCTORED EXAM POLICY

Exams will be held on campus during the regular class meeting time and during the assigned class period in Finals Week.
Communication in this course will take place via Canvas Messages. Communications received by FIU email will not be acknowledged.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Canvas to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

GENERAL POLICY ON DUE DATES AND CLASS ATTENDANCE

Online activities become available Wednesdays after class and are due at 11:59 p.m. on the Tuesdays indicated in the syllabus. The schedule is published in advance. It is each student's responsibility to plan the week's work to complete the activities when due. If you do not begin an activity until the evening it is due and it cannot be completed, that does not warrant an extension of the deadline.

With a hybrid class, there is only one class meeting each week on Wednesdays. Class attendance is mandatory. There are no makeup activities available for missed class activities. There are alternative activities to make up points for two missed classes with an excused absence. An excused absence is an absence for medical, legal, religious reasons, military service, family emergency or authorized FIU associated event. Documentation must be provided. Alternative activities will include written assignments.

GROUP WORK

During our first class meeting, all students will be assigned to a group for the semester. Group membership may be adjusted after the add-drop period to accommodate students new to class. Group activities can include the following: Preparation and submission of weekly Study Questions, and participation in class activities such as polling, group discussions and problem solving. Although groups will collaborate in activities, each individual will receive their own grade.

COURSE DISCUSSIONS

People learn best when communicating their ideas. With a large class and limited time together in this course, we will use online Discussions so that everyone has a chance to participate. There will be three online Discussions throughout the semester due on Tuesdays at 11:59 pm as indicated in the Schedule. Each Discussion submission covers a two-week period and consists of a 500-word initial entry on an assigned topic that is due after the first week. You are also required to make a substantive reply (200 words) to two other student entries during the second week of the discussion. The initial Discussion posting and both replies must be submitted to Turnitin first before posting on the Discussion board. Grading will be done using the rubric provided with each Discussion. There are no make-up or late assignments for Discussions since they are an interactive activity and cover a two-week period. The Discussions will make up 15% of your grade.

TEXTBOOK, STUDY ASSIGNMENTS AND READINGS:

Directions to access the textbook and register I>Clickers will be provided in Canvas. Textbook reading assignments are accompanied by posted lectures and Study Questions that will assist you in learning the content for that topic. Textbook readings and Study Question submissions are due Tuesdays at 11:59 pm prior to the class covering that topic. You will prepare your questions with your group and submit your answers individually to Canvas.

Since the objective of the study assignment is preparation for in-class activities the next day, no credit will be given for late submissions. Study Questions will make up 5% of your grade. Their value will be in preparation for in-class polling exercise and exams.
JOURNAL ASSIGNMENTS

There are three Journal Assignment entries worth 10% of your grade. A journal assignment consists of a 400-word personal reflection on a topic specified in the assignment. Journal assignments must be submitted to Turnitin and are due on Tuesdays at 11:59 pm. The topics and due dates are shown in the schedule. Journals may be submitted up to 24 hours late for a deduction of 20% of the grade.

EXAMS

There will be two exams held in class, worth a total of 30% of your grade. Both exams will consist of multiple choice questions. A make-up exam will only be available for a documented medical emergency, legal obligation, or military service. The make-up exam will be scheduled within one week of the missed exam and will be an essay exam. You must request the makeup exam no later than the day of the scheduled exam.

CLASS ACTIVITIES

Class activities for the weekly class meetings will cover the topics shown in the schedule. Class activities will make up a total of 30% of your grade. Your two lowest grades for class activities will be dropped prior to the calculation of your final grades.

- I>clicker Polling in class acts as a review of the textbook content and provides an opportunity for questions and further explanation of the content. Each day's quiz is worth a total of 10 points – half of the points are awarded for answering the question and half are awarded for answering the question correctly. You must have a working I>clicker in class to receive credit for the quiz.
- Graded class activities include working in groups on worksheets, problem analysis and discussion. Results may be reported using I>clicker or as a written assignment. Each day's activity is worth 5 points. Grading will follow the following scale: 5 points – best effort to answer each problem; 3 points – less effort to engage with the topic or question not answered; 1 point – little effort to engage with the topic; 0 points – no submission

DOCUMENTARY FILM REVIEW

The environmental documentary film review is worth 10% of the grade. The activity consists of selecting an environmental documentary video to view. The non-fiction documentary video must be at least 90 minutes in length. After watching the video, prepare an essay of about 1000 words (about 4 typed pages) and submit to Turnitin using the link provided in Canvas. Additional details and due date are provided in the Canvas assignment.

Be sure to review the detailed Turnitin instructions on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Please note, for any Turnitin assignment you will receive an email receipt upon submission of your assignment. Keep this in case the professor has an issue viewing your submission. If you do not receive this receipt, contact Support Services immediately.

SERVICE LEARNING ACTIVITY

A service learning activity is required for this course. It must be at least 2-3 hours in length in conjunction with a bono fide organization. Examples of service learning activities are beach cleanups, work in the FIU Nature Preserve, tree plantings, school garden maintenance, attendance at a public hearing or attendance at an environmentally related FIU event. Your service learning experience is a topic for a journal assignment (see above).
LEARNING ASSISTANTS

An important part of this hybrid course are the Learning Assistants. These individuals are undergraduate students who have taken this class in a previous semester. They are working with me to help you succeed in this class. The LAs will attend each class and introduce themselves to you. The LAs can help you navigate through Canvas, explain the schedule of activities and details of each assignment, and will offer office hours for tutoring on course content.

GRADING

Activities are worth a percentage of your total grade.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Number of Items</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>Documentary Film Review</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Study Guide Questions</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>I&gt;ClickerPolling/Class Activities</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100%</strong></td>
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<thead>
<tr>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
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<tbody>
<tr>
<td>A</td>
<td>Above 93</td>
<td>B</td>
<td>83 - 86</td>
<td>C</td>
<td>70 - 76</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>B-</td>
<td>80 - 82</td>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>C+</td>
<td>77 - 79</td>
<td>F</td>
<td>Below 60</td>
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</table>

PROTOCOL FOR TECHNICAL SUPPORT

If you have any technical problems,

1) [Contact tech support](#) to file a report, and
2) Contact me through Canvas to let me know what is going on.

If you are having technical problems and an assignment is due,

1) Send me a copy of the assignment through Canvas, so it is on time, and
2) [Contact tech support](#).

Student Support Offers Assistance in the form of:

<table>
<thead>
<tr>
<th>E-mail &amp; Live Chat Support</th>
<th>Phone Support</th>
<th>Office Support (On Campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days a week 8 a.m. - midnight Email Us Support Center Live Chat</td>
<td>7 days a week 8 a.m. - midnight Telephone: 305-348-3630 Toll-Free: 1-877-3-ELEARN</td>
<td>Monday - Friday from 8 a.m. - 10 p.m. Modesto A. Maidique Campus MANGO Building, 5th Floor Driving Directions</td>
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</tbody>
</table>
## Module 1 - Foundations

<table>
<thead>
<tr>
<th>Date</th>
<th>Online/Study Preparation for Wednesday Class</th>
<th>In Class</th>
<th>For Next Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Aug 20-26</td>
<td>• View course in Canvas and review syllabus,</td>
<td>• Introduction to course (Canvas Learning Management System, textbook and I&gt;Clicker, course activities). Group assignments</td>
<td>• Purchase textbook and I&gt;Clicker</td>
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<td></td>
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<td>• Study Questions for Mod. 1.1 and 1.2 due Tuesday Aug 28, 11:59 pm</td>
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<tr>
<td><strong>Week 2</strong> Aug 27-Sep 2</td>
<td>• Complete assigned lecture/reading for Textbook Mod. 1.1, 1.2</td>
<td>• Polling Mod. 1.1, 1.2</td>
<td>• Discussion #1 open</td>
</tr>
<tr>
<td></td>
<td>• Study Guide questions for Mod. 1.1, 1.2</td>
<td>• Environmental literacy cases/problem solving</td>
<td>• Study Questions for Mod. 1.3 and 4.3 due Tuesday Sep 3, 11:59 pm</td>
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<tr>
<td></td>
<td></td>
<td>• Introduce Discussion #1</td>
<td>• Discussion #1 reply postings</td>
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<tr>
<td></td>
<td>• Complete lecture/reading textbook sections Mod. 1.3 and 4.3</td>
<td>• Polling Mod 1.3 and 4.3</td>
<td>• Study Questions for Mod. 2.1 and Planetary Boundaries Tuesday Sep 11, 11:59 pm</td>
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<tr>
<td></td>
<td>• Study Guide questions for Mod. 1.3 and 4.3</td>
<td>• Toxicology/Environ. Health cases/problem solving</td>
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<td>• Discussion #1 initial posting due</td>
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<tr>
<td><strong>Week 3</strong> Sep 3-9 (Mon Sep 2 holiday)</td>
<td>• Complete lecture/reading textbook sections for Mod. 2.1</td>
<td>• Polling Mod. 2.1 and Planetary Boundaries</td>
<td>• Study Questions for Mod. 2.2 and 2.3 due Tuesday Sep 18, 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Study Questions for Mod. 2.1 and Planetary Boundaries</td>
<td>• Earth System Science/Planetary Boundaries problem solving</td>
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<td></td>
<td>• Discussion #1 completed</td>
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<tr>
<td><strong>Week 4</strong> Sep 10-16</td>
<td>• Complete assigned lectures/read Mod. 3.1, 3.2 and 7.1</td>
<td>• Polling Mod. 2.2 and 2.3 Cases/problem solving population and community ecology</td>
<td>• Journal Assign #1</td>
</tr>
<tr>
<td></td>
<td>• Study Questions Mod. 3.1, 3.2 and 7.1</td>
<td>• Introduce Journal Assignment</td>
<td>• Study Questions Mod. 3.1, 3.2 and 7.1 due Tuesday Sep 25, 11:59 pm</td>
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<tr>
<td><strong>Week 5</strong> Sep 17-23</td>
<td>• Complete assigned lectures/read Mod. 3.1, 3.2 and 7.1</td>
<td>• Polling Mod. 3.1, 3.2 and 7.1 Cases/problem solving Evolution, extinction and biodiversity</td>
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<tr>
<td></td>
<td>• Study Questions Mod. 3.1, 3.2 and 7.1</td>
<td></td>
<td>• Study Questions Mod. 4.1 and 5.3 due Tuesday Oct 2 at 11:59 pm</td>
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<tr>
<td><strong>Week 6</strong> Sep 24-30</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignments and Activities</td>
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<tr>
<td>Week 7</td>
<td>Oct 1-7</td>
<td>- Journal Assignment #1 due&lt;br&gt;- Complete assigned lectures/read Mod. 4.1 and 5.3&lt;br&gt;- Study Questions Mod. 4.1 and 5.3&lt;br&gt;- Polling Mod. 4.1 and 5.3&lt;br&gt;- Cases/problem solving Human population and waste&lt;br&gt;- Study for Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct 8-14</td>
<td>- Study for Midterm Exam&lt;br&gt;- Midterm Exam&lt;br&gt;- Study Questions Mod. 6.1, 6.2, and 6.3 due Tuesday Oct 16 at 11:59 pm&lt;br&gt;- Discussion #2 open&lt;br&gt;- Plan Service Learning Activity (Journal #3)</td>
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<tr>
<td>Module 2</td>
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<td>- Module 2 – Water and Land Resources</td>
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<tr>
<td>Week 9</td>
<td>Oct 15-21</td>
<td>- Discussion #2 initial post&lt;br&gt;- Complete assigned lectures/read Mod. 6.1, 6.2, and 6.3&lt;br&gt;- Study Questions Mod. 6.1, 6.2, and 6.3&lt;br&gt;- Polling Mod. 6.1 - 6.3&lt;br&gt;- Cases/problem solving Water resources&lt;br&gt;- Study Questions for Mod. 7.2 and 7.3 due Tuesday Oct 23 at 11:59 pm&lt;br&gt;- Discussion #2 reply postings</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Oct 22-28</td>
<td>- Discussion #2 reply posts&lt;br&gt;- Complete assigned lectures/read Mod. 7.2, and 7.3&lt;br&gt;- Study Questions Mod. 7.2, and 7.3&lt;br&gt;- Polling Mod. 7.2 and 7.3&lt;br&gt;- Cases/problem solving soils and mineral resources&lt;br&gt;- Study Questions for Mod. 8.1-8.3 due Tuesday Oct 30 at 11:59 pm&lt;br&gt;- Journal Assignment #2</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Oct 29-Nov 4 (Oct 29 Last day to drop class)</td>
<td>- Complete assigned lectures/read Mod. 8.1-8.3&lt;br&gt;- Study Questions for Mod. 8.1-8.3&lt;br&gt;- Journal Assignment #2&lt;br&gt;- Polling Mod. 8.1-8.3&lt;br&gt;- Cases/problem solving Food&lt;br&gt;- Service Learning Activity (Journal #3) due Tuesday, Nov 27&lt;br&gt;- Documentary Film Review due Tuesday, Nov 20&lt;br&gt;- Study Questions Mod. 9.1 and 9.2 due Tuesday, Nov 6 at 11:59 pm.&lt;br&gt;- Discussion #3 Initial Post</td>
<td></td>
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</tbody>
</table>
# Module 3 – Energy, Pollution and Climate

**Week 12**  
Nov 5-11  
- Complete assigned lectures/read Mod. 9.1 and 9.2  
- Study Questions 9.1 and 9.2  
- Discussion #3 initial post due  
- Polling Mod. 9.1 and 9.2  
- Cases/problem solving Fossil Fuels  
- Service Learning Activity (Journal #3) due Tuesday, Nov 27  
- Documentary Film Review due Tuesday, Nov 20  
- Study Questions Mod. 10.1 due Tuesday, Nov 6 at 11:59 pm.  
- Discussion #3 reply posts

**Week 13**  
Nov 12-18  
(Monday Nov 12 Holiday)  
- Complete assigned lectures/read Mod. 10.1  
- Study Questions Mod. 10.1  
- Discussion #3 reply posts  
- Polling Mod. 10.1  
- Cases/problem solving Air Pollution  
- Documentary Film Review due Nov 20  
- Study Questions Mod. 10.2 due Tuesday, Nov 20 at 11:59 pm  
- Service Learning Journal #3 due Tuesday Nov 27

**Week 14**  
Nov 19-25  
(Thurs/Fri Nov 22/23 Holiday)  
- Complete assigned lectures/read Mod. 10.2  
- Documentary Film Review due  
- Study Questions Mod. 10.2  
- Polling Mod. 10.2  
- Cases/problem solving Climate Change  
- Study Questions Mod. 5.1, 11.2, 11.3 due Tuesday, Nov 27 at 11:59 pm  
- Service Learning Journal #3 due Tuesday Nov 27

# Module 4 – Stepping Back from the Edge

<table>
<thead>
<tr>
<th>Date</th>
<th>Online/Study Preparation for Wednesday Class</th>
<th>In Class</th>
<th>Online Activity Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 15</strong></td>
<td>Nov 26-Dec 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete assigned lectures/read Mod. 11.2, 11.3, 5.1</td>
<td>Polling Mod. 5.1, 11.2, 11.3</td>
<td>Study for Final Exam</td>
</tr>
<tr>
<td></td>
<td>Study Questions Mod. 5.1, 11.2, 11.3</td>
<td>Cases/problem solving Renewable energy and sustainability</td>
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<td>Journal #3 due</td>
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<tr>
<td><strong>Week 16</strong></td>
<td>Dec 3 – Finals Week</td>
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<td>Final Exam TBD</td>
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<td>Study for Final Exam</td>
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